

# North Dakota Department of Public Instruction

Kirsten Baesler, State Superintendent

## ***Research – Resources – Report***

Sponsored by: Division of Student Support & Innovation

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[www.nd.gov/dpi/SchoolStaff/FTP/Resources/News\\_Pubs/](http://www.nd.gov/dpi/SchoolStaff/FTP/Resources/News_Pubs/)

**Mission: To gather and share current research and resources with educators.**

### **Find What Works!**

One of the greatest resources a teacher can have is the What Works Clearinghouse. The site includes a search feature that will summarize and compare the evidence of the effectiveness of programs and interventions that address your school or district needs. It provides the results in a variety of ways so educators can determine which intervention will best fit their students. Just like any research, be sure to check out the information carefully to ensure the study group was similar to the population you serve before trusting the results.

<http://ies.ed.gov/ncee/www/findwhatworks.aspx>

### **The Effects of Principals' Characteristics on Student Achievement**

The Florida Department of Education partnered with REL Southeast to [review research](#) on the effects of principals' characteristics on student achievement. Researchers categorized "principal characteristics" as relating to a principal's experience, behaviors or beliefs, and leadership styles. The review found mixed results for all categories. However, there were several behaviors of principals that were associated with improved student achievement, all of which showed an indirect influence on students. These were:

- Providing feedback to teachers about their classroom performance
- Protecting instructional time
- Promoting high standards for learning
- Supporting teacher professional development
- Using data to make decisions
- Establishing positive, professional relationships within the school

### **ELL Strategies that Work for the Whole Class**

Currently in North Dakota, teachers continue to search for effective strategies for teaching English language learners (ELL) while still meeting the needs of their other students. This article provides some classroom strategies that are actually good for both types of students. ELL students are the fastest growing student population which makes it more likely for all teachers to have ELLs in their classroom at some point in time.

[www.teachhub.com/ell-strategies-work-whole-class](http://www.teachhub.com/ell-strategies-work-whole-class)

### **Differentiating Without Drowning**

*Charlotte Foster*

In today's classrooms of 25 or more students from diverse backgrounds, teachers strive to quickly become differentiation experts as well as subject area instructional experts. While doing so, they have to keep up with the building schedule, curriculum pace, and the overall best interests of the students they serve. Despite our best efforts, we have all experienced that one student who sits through class, day after day, not receiving the best we have to offer because we are overwhelmed or aren't even sure how to help.

[www.ascd.org/ascd-express/vol10/1011-](http://www.ascd.org/ascd-express/vol10/1011-foster.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=Express-11-08)

[foster.aspx?utm\\_source=ascdexpress&utm\\_medium=email&utm\\_campaign=Express-11-08](http://www.ascd.org/ascd-express/vol10/1011-foster.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=Express-11-08)

### **The CASEL Guide-Effective Social and Emotional Learning (SEL) Programs**

The CASEL Guide provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The Guide also shares best-practice guidelines for district and school teams on how to select and implement SEL programs. Finally, it offers recommendations for future priorities to advance SEL research and practice. To learn more and to locate the guide, visit <https://casel.squarespace.com/guide>.